

Grade 7 ELA Scope and Sequence SY 14-15

Unit Theme	Dates	Unit Focus	Reading: Literature RL.7.1, RL.7.2 and RL.7.10 apply to each unit.	Reading: Informational Text RI.7.1, RI.7.2 and RI.7.10 apply to each unit.	Writing W.7.4, W.7.5, W.7.9 and W.7.10 apply to each unit.	Speaking and Listening SL.7.1 and SL.7.6 apply to each unit.	Language L.7.1, L.7.2 and L.7.4 (a) (b) apply to each unit **Tested items
1 War and Peace	8/25/14 to 10/09/14 (Instructional Days: 33)	Students explore the human condition to determine when conflict is warranted, and when peace should prevail. Students explore the roots and consequences of prejudice, racism, and/or stereotyping in a particular society, as well as citizens' attempts to survive oppression and/or to promote peace. Evidence-based writing explains the genesis and outcomes of a particular conflict, including victims' survival attempts.	RL.7.1 RL.7.2 RL.7.6 RL.7.9	RI.7.1 RI.7.2 RI.7.7	W.7.2 W.7.4 W.7.5 W.7.9 W.7.10	SL.7.1 SL.7.6	L.7.1 L.7.2 **L.7.4
2 Perseverance	10/14/14 to 12/12/14 (Instructional Days: 38.5)	Students read a variety of real and fictionalized accounts of people who demonstrated perseverance against overwhelming odds. Students explore external and internal conflicts among people who succeed. Evidence-based writing focuses on explaining how particular story elements (e.g., setting, character, plot) interact to provide a complex account of an author's perspective or purpose.	RL.7.1 RL.7.2 RL.7.3	RI.7.1 RI.7.2 RI.7.3 RI.7.6	W.7.2 W.7.4 W.7.5 W.7.9 W.7.10	SL.7.1 SL.7.6	L.7.1 L.7.2 L.7.4 (a), (b) **L.7.6
3 Survival	12/15/14 to 2/12/15 (Instructional Days: 32.5)	Students encounter brushes with death through survival stories that explore the classic literary conflict between the individual and nature. Students evaluate factual, fictional and film representations of survival against all odds. Evidence-based writing focuses on crafting an argument about risk taking in wilderness settings.	RL.7.1 RL.7.2 RL.7.4 RL.7.7	RI.7.1 RI.7.2 RI.7.6 RI.7.8 RI.7.9	W.7.1 W.7.4 W.7.5 W.7.7 W.7.8 W.7.9 W.7.10	SL.7.1 SL.7.2 SL.7.6	L.7.1 L.7.2 L.7.3 L.7.4 (a), (b)
4 Science or Fiction?	2/17/15 to 4/10/15 (Instructional Days: 36.5)	Students enter worlds that do not exist, and weigh scientific fact against science fiction. Students make connections among real and fictionalized science as they trace the logic of storylines. Students write arguments about issues surfaced in their examination of science fiction.	RL.7.1 RL.7.2 RL.7.5	RI.7.1 RI.7.2 RI.7.4 RI.7.5 RI.7.8	W.7.1 W.7.6 W.7.4 W.7.5 W.7.7 W.7.8 W.7.9 W.7.10	SL.7.1 SL.7.3 SL.7.6	L.7.1 L.7.2 L.7.4 (a), (b) **L.7.5
5 Humor and Despair	4/20/15 to 6/17/15 (Instructional Days: 40.5)	In this final six-week unit of seventh grade, students wrap up their yearlong study of the human condition by examining humor and despair in literature. Students compare and contrast comic and tragic events. Evidence-based writing focuses on crafting narratives that depict real or imagined humorous or tragic experiences or events.	RL.7.1 RL.7.2 RL.7.6	RI.7.1 RI.7.2	W.7.3 W.7.4 W.7.5 W.7.6 W.7.9 W.7.10	SL.7.1 SL.7.4 SL.7.5 SL.7.6	L.7.1 L.7.2 L.7.4 (a), (b)

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Unit	Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
Information	RL.7.1, RL.7.2 and RL.7.10	RI.7.1, RI.7.2, and RI.7.10 apply to	W.7.4, W.7.5, W.7.9 and W.7.10 apply to each unit.	SL.7.1 and SL.7.6 apply to each unit.	L.7.1, L.7.2 and L.7.4 (a), (b) apply to each unit.
	apply to each unit.	each unit.	and thrile apply to each ame	dentity to each and	(a)) (b) apply to each and
	RL.7.1 Cite several pieces	RI.7.1 Cite several pieces of	W.7.2 Write informative / explanatory texts to	SL.7.1 Engage effectively in a range	L.7.1 Demonstrate command of the conventions of
1	of textual evidence to	textual evidence to support	examine a topic and convey ideas, concepts, and	of collaborative discussions (one-on-	standard English grammar and usage when writing or
	support analysis of what	analysis of what the text says	information through the selection, organization,	one, in groups, and teacher-led) with	speaking.
War and Peace	the text says explicitly as	explicitly as well as inferences	and analysis of relevant content.	diverse partners on grade 7 topics,	(a) Explain the function of phrases and clauses in general
	well as inferences drawn	drawn from the text.		texts, and issues, building on others'	and their function in specific sentences.
8/25/14	from the text.		W.7.4 Produce clear and coherent writing in which	ideas and expressing their own	(b) Choose among simple, compound, complex, and
to		RI.7.2 Determine two or more	the development, organization and style are	clearly.	compound-complex sentences to signal differing
10/09/14	RL.7.2 Determine a theme	central ideas in a text and analyze	appropriate to task, purpose, and audience.	(a) Come to discussions prepared,	relationships among ideas.
(Instructional Days: 33)	or central idea of a text and	their development over the		having read or researched material	(c) Place phrases and clauses within a sentence,
Charles to combany the charge	analyze its development	course of the text; provide an	W.7.5 With some guidance and support from peers	under study; explicitly draw on that	recognizing and correcting misplaced and dangling
Students explore the human	over the course of the text;	objective summary of the text.	and adults, develop and strengthen writing as	preparation by referring to evidence	modifiers.
condition to determine when war is	provide an objective		needed by planning, revising, editing, rewriting or	on the topic, text, or issue to probe	
warranted and when peace should	summary of the text.	RI.7.7 Compare and contrast a	trying a new approach.	and reflect on ideas under	L.7.2 Demonstrate command of the conventions of
prevail. Students analyze both sides of the argument, as found in fiction		text to an audio, video, or		discussion.	standard English capitalization, punctuation, and spelling
	RL.7.6 Analyze how an	multimedia version of the text,	W.7.9 Draw evidence from literary or informational	(b) Follow rules for collegial	when writing.
and in history. Evidence-based	author develops and	analyzing each medium's	texts to support analysis, reflection, and research.	discussions, track progress toward	(a) Use a comma to separate coordinate adjectives (e.g., It
writing focuses on explaining the rationale for war or peace.	contrasts the points of	portrayal of the subject (e.g., how	(a) Apply grade 7 Reading standards to literature	specific goals and deadlines, and	was fascinating, enjoyable movie but not He wore an old
rationale for war or peace.	view of different characters	the delivery of a speech affects	(e.g., "Compare and contrast a fictional portrayal of	define individual roles as needed.	[,] green shirt).
	or narrators in a text.	the impact of the words).	a time, place, or character and a historical account	(c) Pose questions that elicit	(b) Spell correctly.
			of the same period as a means of understanding	elaboration and respond to others'	
	RL.7.9 Compare and		how authors of fiction use or alter history").	questions and comments with	L.7.4 Determine or clarify the meaning of unknown and
	contrast a fictional		(b) Apply grade 7 Reading standards to literary	relevant observations and ideas that	multiple-meaning words and phrases based on <i>grade</i> 7
	portrayal of a time, place,		nonfiction (e.g. "Trace and evaluate the argument	bring the discussion back on topic as	reading and content, choosing flexibly from a range of
	or character and a		and specific claims in a text, assessing whether the	needed.	strategies.
	historical account of the		reasoning is sound and the evidence is relevant and	(d) Acknowledge new information	(a) Use context (e.g., the overall meaning of a sentence or
	same period as a means of		sufficient to support the claims").	expressed by others and, when	paragraph; a word's position or function in a sentence) as
	understanding how authors of fiction use or alter			warranted, modify their own views.	a clue to the meaning of a word or phrase.
				SL.7.6 Adapt speech to a variety of	(b) Use common, grade-appropriate Greek or Latin affixes
	history.			contexts and tasks, demonstrating	and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
				command of formal English when	(c) Consult general and specialized reference materials
				indicated or appropriate.	(e.g., dictionaries, glossaries, thesauruses), both print and
				malcated of appropriate.	digital, to find the pronunciation of a word or determine
					or clarify its precise meaning or its part of speech.
					(d) Verify the preliminary determination of the meaning of
					a word or phrase (e.g., by checking the inferred meaning
					in context or in a dictionary).
					in context of and dictionary).

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Unit	Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
Information	RL.7.1, RL.7.2 and RL.7.10	RI.7.1, RI.7.2, and RI.7.10 apply to	W.7.4, W.7.5, W.7.9 and W.7.10 apply to each unit.	SL.7.1 and SL.7.6 apply to each unit.	L.7.1, L.7.2 and L.7.4 (a), (b) apply to each unit.
	apply to each unit.	each unit.			
2	RL.7.1 Cite several pieces	RI.7.1 Cite several pieces of	W.7.2 Write informative / explanatory texts to	SL.7.1 Engage effectively in a range	L.7.1 Demonstrate command of the conventions of
	of textual evidence to	textual evidence to support	examine a topic and convey ideas, concepts, and	of collaborative discussions (one-on-	standard English grammar and usage when writing or
Perseverance	support analysis of what	analysis of what the text says	information through the selection, organization,	one, in groups, and teacher-led) with	speaking.
40/44/4	the text says explicitly as	explicitly as well as inferences	and analysis of relevant content.	diverse partners on grade 7 topics,	(a) Explain the function of phrases and clauses in general
10/14/14 to	well as inferences drawn	drawn from the text.		texts, and issues, building on others'	and their function in specific sentences.
12/12/14	from the text.		W.7.4 Produce clear and coherent writing in which	ideas and expressing their own	(b) Choose among simple, compound, complex, and
(Instructional Days: 38.5)		RI.7.2 Determine two or more	the development, organization and style are	clearly.	compound-complex sentences to signal differing
(2202 2272. 22.27	RL.7.2 Determine a theme	central ideas in a text and analyze	appropriate to task, purpose, and audience.	(a) Come to discussions prepared,	relationships among ideas.
Students read a variety of real and	or central idea of a text and	their development over the		having read or researched material	(c) Place phrases and clauses within a sentence,
fictionalized accounts of people who	analyze its development	course of the text; provide an	W.7.5 With some guidance and support from peers	under study; explicitly draw on that	recognizing and correcting misplaced and dangling
demonstrated perseverance against	over the course of the text;	objective summary of the text.	and adults, develop and strengthen writing as	preparation by referring to evidence	modifiers.
overwhelming odds. Students	provide an objective		needed by planning, revising, editing, rewriting or	on the topic, text, or issue to probe	
explore external and internal	summary of the text.	RI.7.3 Analyze the interactions	trying a new approach.	and reflect on ideas under	L.7.2 Demonstrate command of the conventions of
conflicts among people who succeed.	,	between individuals, events, and		discussion.	standard English capitalization, punctuation, and spelling
Evidence- based writing focuses on	RL.7.3 Analyze how	ideas in a text (e.g., how ideas	W.7.9 Draw evidence from literary or informational	(b) Follow rules for collegial	when writing.
explaining how particular story	particular elements of a	influence individuals or events, or	texts to support analysis, reflection, and research.	discussions, track progress toward	(a) Use a comma to separate coordinate adjectives (e.g., It
elements (e.g., setting, character,	story or drama interact	how individuals influence ideas or	(a) Apply grade 7 Reading standards to literature	specific goals and deadlines, and	was a fascinating, enjoyable movie but not He wore an old
plot) interact to provide a complex	(e.g., how setting shapes	events).	(e.g., "Compare and contrast a fictional portrayal of	define individual roles as needed.	[,] green shirt).
account of an author's perspective or	the characters or plot).		a time, place, or character and a historical account	(c) Pose questions that elicit	(b) Spell correctly.
purpose.		RI.7.6 Determine an author's	of the same period as a means of understanding	elaboration and respond to others'	
		point of view or purpose in a text	how authors of fiction use or alter history").	questions and comments with	L.7.4 Determine or clarify the meaning of unknown and
		and analyze how the author	(b) Apply grade 7 Reading standards to literary	relevant observations and ideas that	multiple-meaning words and phrases based on grade 7
		distinguishes his or her position	nonfiction (e.g. "Trace and evaluate the argument	bring the discussion back on topic as	reading and content, choosing flexibly from a range of
		from that of others.	and specific claims in a text, assessing whether the	needed.	strategies.
			reasoning is sound and the evidence is relevant and	(d) Acknowledge new information	(a) Use context (e.g., the overall meaning of a sentence or
			sufficient to support the claims").	expressed by others and, when	paragraph; a word's position or function in a sentence) as
				warranted, modify their own views.	a clue to the meaning of a word or phrase.
					(b) Use common, grade-appropriate Greek or Latin affixes
				SL.7.6 Adapt speech to a variety of	and roots as clues to the meaning of a word (e.g.,
				contexts and tasks, demonstrating	belligerent, bellicose, rebel).
				command of formal English when	
				indicated or appropriate.	L.7.6 Acquire and use accurately grade-appropriate
					general academic and domain-specific words and phrases;
					gather vocabulary knowledge when considering a word or
					phrase important to comprehension or expression.
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Unit	Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
Information	RL.7.1, RL.7.2 and RL.7.10	RI.7.1, RI.7.2, and RI.7.10 apply to	W.7.4, W.7.5, W.7.9 and W.7.10 apply to each unit.	SL.7.1 and SL.7.6 apply to each unit.	L.7.1, L.7.2 and L.7.4 (a), (b) apply to each unit.
	apply to each unit.	each unit.			
3	RL.7.1 Cite several pieces	RI.7.1 Cite several pieces of	W.7.1 Write arguments to support claims with clear	SL.7.1 Engage effectively in a range	L.7.1 Demonstrate command of the conventions of
	of textual evidence to	textual evidence to support	reasons and relevant evidence.	of collaborative discussions (one-on-	standard English grammar and usage when writing or
Survival	support analysis of what	analysis of what the text says		one, in groups, and teacher-led) with	speaking.
	the text says explicitly as	explicitly as well as inferences	W.7.4 Produce clear and coherent writing in which	diverse partners on grade 7 topics,	(a) Explain the function of phrases and clauses in general
12/15/14	well as inferences drawn	drawn from the text.	the development, organization and style are	texts, and issues, building on others'	and their function in specific sentences.
to	from the text.		appropriate to task, purpose, and audience.	ideas and expressing their own	(b) Choose among simple, compound, complex, and
2/12/15		RI.7.2 Determine two or more		clearly.	compound-complex sentences to signal differing
(Instructional Days: 32.5)	RL.7.2 Determine a theme	central ideas in a text and analyze	W.7.5 With some guidance and support from peers	(a) Come to discussions prepared,	relationships among ideas.
Students encounter brushes with	or central idea of a text and	their development over the	and adults, develop and strengthen writing as	having read or researched material	(c) Place phrases and clauses within a sentence,
death through survival stories that	analyze its development	course of the text; provide an	needed by planning, revising, editing, rewriting or	under study; explicitly draw on that	recognizing and correcting misplaced and dangling
explore the classic literary conflict	over the course of the text;	objective summary of the text.	trying a new approach.	preparation by referring to evidence	modifiers.
between the individual and nature.	provide an objective			on the topic, text, or issue to probe	
Students evaluate factual, fictional	summary of the text.	RI.7.6 Determine an author's	W.7.7 Conduct short research projects to answer a	and reflect on ideas under	L.7.2 Demonstrate command of the conventions of
and film representations of survival		point of view or purpose in a text	question, drawing on several sources and	discussion.	standard English capitalization, punctuation, and spelling
against all odds. Evidence-based	RL.7.4 Determine the	and analyze how the author	generating additional related, focused questions for	(b) Follow rules for collegial	when writing.
writing focuses on crafting an	meaning of words and	distinguishes his or her position	further research and investigation.	discussions, track progress toward	(a) Use a comma to separate coordinate adjectives (e.g., It
argument about risk taking in	phrases as they are used in	from that of others.		specific goals and deadlines, and	was a fascinating, enjoyable movie but not He wore an old
wilderness settings.	a text, including figurative		W.7.8 Gather relevant information from multiple	define individual roles as needed.	[,] green shirt).
	and connotative meaning;	RI.7.8 Trace and evaluate the	print and digital sources, using search terms	(c) Pose questions that elicit	(b) Spell correctly.
	analyze the impact of	argument and specific claims in a	effectively; assess the credibility and accuracy of	elaboration and respond to others'	172 Has been ded as of learning and the commentance
	rhymes and other	text, assessing whether the	each source; and quote or paraphrase the data and	questions and comments with	L.7.3 Use knowledge of language and its conventions
	repetitions of sounds on a	reasoning is sound and the	conclusions of others while avoiding plagiarism and	relevant observations and ideas that	when writing, speaking, reading, or listening.
	specific verse or stanza of a	evidence is relevant and	following a standard format for citation.	bring the discussion back on topic as needed.	(a) Choose language that expresses ideas precisely and
	poem or section of a story or drama.	sufficient to support the claims.	W.70 Duran antidance fuence liberary, on informational		concisely, recognizing and eliminating wordiness and
	or drama.	RI.7.9 Analyze how two or more	W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	(d) Acknowledge new information expressed by others and, when	redundancy.
	RL.7.7 Compare and	authors writing about the same	(a) Apply grade 7 Reading standards to literature	warranted, modify their own views.	L.7.4 Determine or clarify the meaning of unknown and
	contrast a written story,	topic shape their presentations of	(e.g., "Compare and contrast a fictional portrayal of	warranted, modify their own views.	multiple-meaning words and phrases based on <i>grade</i> 7
	drama, or poem to its	key information by emphasizing	a time, place, or character and a historical account	SL.7.2 Analyze the main ideas and	reading and content, choosing flexibly from a range of
	audio, filmed, staged, or	different evidence or advancing	of the same period as a means of understanding	supporting details presented in	strategies.
	multimedia version,	different interpretations of facts.	how authors of fiction use or alter history").	diverse media and formats (e.g.,	(a) Use context (e.g., the overall meaning of a sentence or
	analyzing the effects of	different interpretations of facts.	(b) Apply grade 7 Reading standards to literary	visually, quantitatively, orally) and	paragraph; a word's position or function in a sentence) as
	techniques unique to each		nonfiction (e.g. "Trace and evaluate the argument	explain how the ideas clarify a topic,	a clue to the meaning of a word or phrase.
	medium (e.g., lighting,		and specific claims in a text, assessing whether the	text, or issue under study.	(b) Use common, grade-appropriate Greek or Latin affixes
	sound, color, or camera		reasoning is sound and the evidence is relevant and	cost, or load arract stady.	and roots as clues to the meaning of a word (e.g.,
	focus and angles in a film).		sufficient to support the claims").	SL.7.6 Adapt speech to a variety of	belligerent, bellicose, rebel).
	. codo ana angles in a mili).		same to support the dumb j.	contexts and tasks, demonstrating	Sample and Sameose, resery.
				command of formal English when	
				indicated or appropriate.	
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Unit Information	Reading: Literature RL.7.1, RL.7.2 and RL.7.10 apply to each unit.	Reading: Informational Text RI.7.1, RI.7.2, and RI.7.10 apply to each unit.	Writing W.7.4, W.7.5, W.7.9 and W.7.10 apply to each unit.	Speaking and Listening SL.7.1 and SL.7.6 apply to each unit.	Language L.7.1, L.7.2 and L.7.4 (a), (b) apply to each unit.
Science or Fiction? 2/17/15	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	 W.7.1 Write arguments to support claims with clear reasons and relevant evidence. W.7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources. W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (b) Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). 	st.7.1 Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (d) Acknowledge new information expressed by others and, when warranted, modify their own views. St.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. St.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	 L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Explain the function of phrases and clauses in general and their function in specific sentences. (b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [.] green shirt). (b) Spell correctly. L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Unit Information	Reading: Literature RL.7.1, RL.7.2 and RL.7.10 apply to each unit.	Reading: Informational Text RI.7.1, RI.7.2, and RI.7.10 apply to each unit.	Writing W.7.4, W.7.5, W.7.9 and W.7.10 apply to each unit.	Speaking and Listening SL.7.1 and SL.7.6 apply to each unit.	Language L.7.1, L.7.2 and L.7.4 (a), (b) apply to each unit.
Humor and Despair 4/20/15 to 6/17/15 (Instructional Days: 40.5) In this final six-week unit of seventh grade, students wrap up their yearlong study of the human condition by examining humor and despair in literature. Students compare and contrast comic and tragic events. Evidence-based writing focuses on crafting narratives that depict real or imagined humorous or tragic experiences or events.	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.6 Analyze how an author develops and contrasts the points of view of different character or narrators in a text.	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	w.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (e) Provide a conclusion that follows from and reflects on the narrated experiences or events. W.7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources. W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (b) Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (d) Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Explain the function of phrases and clauses in general and their function in specific sentences. (b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). (b) Spell correctly. L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).